



Montana Office of Public Instruction
Linda McCulloch, Superintendent
In-state toll free 1-888-231-9393
www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies

Grade 4 - Topic 11 - History and Beliefs of MT Indian Tribes

Stage 1 - Desired Results

Established Goals:

- Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. (GLE 4.4.1,2)
- Students understand that beliefs continue today; tribal cultures, traditions, and languages remain traditional. (GLE 4.6.)

Understandings:

- There is a timeline or sequence of information describing eras in history.
- Historical events continue to have an effect on American Indians today.

Essential Questions:

- What was Montana Indian life like before European contact?
- Did life for Montana Indians change after European contact?
- How have historical events impacted American Indians?

Students will know...

- Montana Indian life before and after European contact.

Students will be able to...

- Create a timeline that reflects life for a Montana tribe in the:
- Pre-contact era, contact-era, and post-contact era.
- Describe what life was like for Montana American Indians in the pre-contact era.
- Describe how life changed for Montana American Indians after European contact.
- Identify affect history has on future perspectives for Montana American Indians.

Stage 2 - Assessment Evidence

Performance Tasks:

- Students will present their timelines.
- Students will be assessed on their knowledge of the pre-contact era, post-contact era, and impact of history on future perspectives for Montana Indians.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:**Materials Needed**

- As students prepare to learn about the monumental events of the fifteenth century to present day that created the cultural framework for our country as we know it today, it seems appropriate to reflect on what has happened to Indians in Montana up to this point.
- Simon Ortiz has written a simple yet provocative book for children entitled *The People Shall Continue*. The book is an epic story of Native American People, from the creation to the present day. The teacher should read the book aloud, and discuss it with students. No formal questions have been prepared to go along with the reading because the text speaks for itself and will certainly evoke feelings of empathy and respect for what has happened to Native Americans since the fifteenth century. Each teacher is encouraged to use the reading in whatever way he/she sees fit.
- After reading *The People Shall Continue*, as a class come up with a timeline of events. Put this timeline up in the room to be used by students as they do their own timelines.
- Review the tribal nations of Montana. Divide students up into twelve groups and assign one tribal nation to each group.
- Based on class timeline students will research tribal life during each of these periods: pre-contact, contact, post-contact.
- Use Web Site, book resources, etc that are attached.
- Students will present timelines.

RESOURCES:

The People Shall Continue, Simon Ortiz. San Francisco: Children's Book Press, 1977, paperback 1988, Available from The Mail Order Catalog, 800-695-2241. 24 pages hardcover, \$13.95, paperback \$6.95 (Grades 3-6).

Ortiz, a Pueblo poet, has written the best treatment available for young children in this succinct recounting of the interactions between the Native and non-native peoples of North America from pre-Columbus to the present day. Illustrations are vibrant and bold, and the text is honest and clear. This book is the single best overview of Native history for younger children that I've ever seen. Ortiz is Acoma, and a poet, and it shows. In the words of Harriet Rohmer, the series editor, this is:



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“an epic story of Native American people from the creation to the present day. -It speaks in rhythms of traditional oral narrative. Essentially this is a teaching story. The words of the story transmit the spirit of the People.”

With simplicity, without polemic, Ortiz gives the true story of how it was, how it is, and -- with hope and a little luck -- maybe how it will come to be for all of us. Ortiz tells the names of heroes -- Pope, Tecumseh, Black Hawk, Crazy Horse, Osceola, Joseph, Sitting Bull, Captain Jack. He speaks of the constant betrayal, broken treaties, broken promises, the children taken away.

“They took the children to boarding schools far from their homes and families. The children from the West were taken to the East. The children from the East were taken to the West. The People’s children were scattered like leaves from a tree.” “All this time, the People remembered. Parents told their children ‘You are Shawnee. You are Lakota. You are Pima. You are Acoma. You are Tlingit. You are Mohawk. You are all these Nations of People.’”
Native life before the conquest is not romanticized:

“Nevertheless, life was always hard. At times, corn did not grow, and there was famine. At times, winters were very cold and there was hardship. At times, the winds blew hot and rivers dried.”

Nor does Ortiz say that Indians are the only true Americans:

“The People looked around them, and they say Black People, Chicano People, Asian People, many white people and others who were kept poor....The People saw that these People shared a common life with them. The People realized they must share their history with them. They said ‘We must make sure that life continues. We must be responsible to that life. With that humanity and the strength that comes from our shared responsibility for this life, the People shall continue.’”

The illustrations by Sharol Graves, who is Shawnee, Chippewa and Sisseton (Dakota), are vivid and stately, and perfect. If you give only one book about Native Americans to your young children, let this be the one. Reviewed by Doris Seale (Santee Dakota-Cree) in *Through Indian Eyes: The Native Experience in Books for Children*

This lesson takes in several Essential Understandings About Montana Indians:

EU3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.

EU5: Federal policies, put into place throughout American history, have impacted Indian people and still shape who they are today. Much of Indian history can be related through several major federal policy periods.

EU6: History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.

Lesson Time Frame: 30 minutes daily, for 1 week

Vocabulary: Tradition, Perspective, Timeline

Montana Tribal Nations: Assiniboiné, Northern Cheyenne, Blackfeet, Pend d’Oreille, Crow, Salish, Chippewa, Sioux, Cree, Gros Ventre, Kootenai

Dance/Celebration:

Ancona, George. Powwow

King, Sandra. Shannon: *An Ojibway Dancer*.

Marra, Ben. *Powwow: Images Along the Red Road*.

Montana Office of Public Education. *Guide to Understanding and Enjoying Powwows, Powwows*. opi.mt.gov/IndianEd

Reservation:

Hubbard, Jim. *Shooting Back From the Reservation*.

Videos:

The Native Americans Series. 1994 Atlanta, GA TBS Productions. “Plains Indians Part I, Part II”

Posters:

Indigenous Heroes

Teaching Respect for Native Peoples - <http://www.oyate.org>

Montana Tribal Websites and Newspapers:

(Although we have listed one website for each tribe, many more are available if a student performs a Google search)

Blackfeet www.blackfeetnation.com

Glacier Reporter: Official publication for the Town of Browning and the Blackfeet Reservation.

406-338-2090 Cut Bank MT <http://www.glacierreporter.com>

Chippewa Cree Tribe of the Rocky Boy Reservation <http://www.rockyboy.org/powwow/>

The Rocky Boy Tribal Newsletter. Chippewa Cree Tribe RR 1 Box 544, Box Elder, MT 59421

Crow Tribe Apsaalooke nation <http://www.crownations.net/>

Big Horn County News ISSN 0740-26000 P.O. Box 926 Hardin MT 59034 (800)-735-8736



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Fort Belknap - Assiniboine/Gros Ventre <http://www.forbelknapnations-nsn.gov/index.php>
Fort Belknap News (406-353-2005) fBorbelknapnews@netscape.net

Fort Peck Tribes - Assiniboine/Sioux <http://www.fortpecktribes.org/>
Wotanin Wowapi. The Newspaper of the Fort Peck Assiniboine & Sioux Tribes. Poplar, MT 59255 (406-768-5387 <http://www.wotanin.com>

Little Shell Tribe
<http://www.littleshelltribe.us>

Northern Cheyenne Net Tribal Government <http://www.ncheyenne.net/tribalgovmt.htm>
Tribal Report P.O. Box 128 Lame Deer, MT 59043 406-477-8077

Confederated Salish & Kootenai tribes <http://www.cskt.org/>
Char-Koosta News : (ISSN 0893-8970) (406) 675-3000 <http://www.charkoosta.com>

Indian Country Today (ISSN 1066-5501) 3059 Seneca Turnpike, Canastota, NY 13032
888-327-1013 <http://www.indiancountry.com>

News from Indian Country: The Nations Native Journal. (ISSN 1548-4939) 8558N County Road K. Hayward, WI 54843 715-634-5226 Indian-CountryNews.com

Websites:

www.opi.mt.gov/IndianEd

www.indiannations.visitmt.com (this website has general information about each Reservation including Little Shell, Blackfeet, Crow, Flathead, Fort Peck, Fort Belknap, Little Shell, Northern Cheyenne, Rocky Boy) One can search each of the tribes for "People, Location, Economy, Points of Interest" with Internet links to each, as well as finding Attractions, Events, Places to Stay, and Additional Visitor Information.